WSR IMPLEMENTATION PLAN
AND
SCHOOL-BASED BUDGET

SECTION VIII TO BE COMPLETED BY

ELEMENTARY SCHOOLS

NOTE: Schools with grades 6, 7, and 8 in an elementary structure are eligible to apply for Required Programs in Secondary Schools (RPSS). Any elementary school intending to apply for RPSS must refer to Section IX for instructions on the WSR Implementation Plan.

ELEMENTARY SCHOOLS

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Assists the principal and the SMT in the development of the WSR Implementation Plan and School-Based Budget;
- Describes the elements of a WSR Implementation Plan;
- Outlines the areas of alignment between the WSR Implementation Plan and required district plans;
- Suggests a planning process for developing the WSR Implementation Plan; and
- Provides the instructions and forms for the WSR Implementation Plan and the application for Particularized Needs.

Regulations Related to Section VIII
N.J.A.C. 6A:24

1.2 - Definitions
1.4 - Responsibilities of Local Districts
2.2 - Responsibilities of School Management Teams
4.1 – Implementation of WSR Model
4.3 - Submission of WSR Implementation Plan
4.4 - School-based Budgets
5.1 - Demonstration of Particularized Need
5.2 - Application for Supplemental Programs or Services
7.1 - Application for Additional State Aid

A.   ALIGNMENT OF WSR ELEMENTS AND MODEL COMPONENTS

The first major step taken by a school in implementing WSR is to complete a thorough needs assessment based on the nine WSR elements in the regulations. The needs assessment should be sufficiently comprehensive to address the needs of all students, including students with disabilities and limited English proficiency (LEP). After the assessment is completed, the school is ready to select a model that will meet its unique needs. Based on the needs identified, the WSR model components and New Jersey's definition of WSR, the school can begin the development of its plan. The illustrative

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budget for the school's selected model will provide parameters for those elements identified as required to implement the selected model in New Jersey. The WSR Implementation Plan illustrates the comprehensive approach the school will follow to improve student achievement and school performance and attain the school's vision.

In developing the WSR Implementation Plan and supporting budget, the school must include the nine elements of WSR, the WSR developer's required model components, and a class-size reduction plan. Any school that does not have an approved technology plan must complete a technology plan.

For all WSR schools, a plan for developing a progress report must be submitted after approval of the WSR plan. The SRI team and developers will work with schools in developing this progress report. The evaluation plans should provide an outline for an interim and final progress report.

The School Management Team, Principal and CSA of each school must submit a WSR Implementation Plan annually on or before December 1. However, first and second cohort schools are encouraged to submit their plans on November 1.

The WSR Implementation Plan contains two sections: a plan describing how the school's WSR model or department-approved alternative program design will be implemented, and a school-based budget that indicates how the school's budget will support all aspects of the school's reform effort. The planning process provides an opportunity for the school to do the following:

- conduct a thorough needs assessment based on the nine WSR elements;
- reexamine the effectiveness of current programs and uses of funds;
- create a school vision of a comprehensive WSR plan that considers the diversity of the student population and is focused on student achievement;
- integrate all school programs to achieve the vision and mission of the school;
- implement the nine elements of WSR to improve student achievement;
- promote thinking about how the programs collectively fit together in the WSR design;
- blend all available local, state and federal resources;
- focus all efforts and resources on supporting improved student achievement of the CCCS through WSR; and
- eliminate ineffective programs and reallocate resources as needed to meet the needs of the school and focus on reform efforts.

B. NINE ELEMENTS OF WHOLE SCHOOL REFORM

The nine elements of whole school reform must be integrated into each school's WSR effort and into the implementation plan developed by each school. Developers of the WSR models approved for implementation in New Jersey have agreed to address all the elements that the DOE has included in its definition of WSR. The developers should be consulted regarding program modifications and adaptations that will facilitate the participation of students with disabilities and LEP students in school programs. The

school should consult the developer when creating the plan to ensure an effective integration of the model and the WSR elements. This section outlines the nine elements of WSR and suggests examples of activities that may be included in each area.

> **Note:** For schools with a WSR model or an approved alternative program design, the department will provide an illustrative budget.

The complete text of the nine elements can be found in the regulations in Section III of this guide. Examples of activities, strategies and WSR program components that may be considered for each element are included in the text block following the element. The examples contained in the blocks *are not the only acceptable activities.* Improved Student Performance and Research-Based Programs, elements one and two, form the underpinnings for all other WSR efforts. All seven other elements must, therefore, be focused on achieving improved student performance and this must be accomplished through the implementation of a research-based model and its component parts or an alternative program design. Schools may cross-refer the elements as needed to reduce redundancy.

1. Improved Student Performance and 2. Research-Based Program require that the primary focus and purpose of all the school's WSR efforts be on student achievement of the CCCS accomplished through the implementation of a comprehensive model, one with demonstrated effectiveness and a clear and proven record for achieving improved student performance. Student achievement is demonstrated by improved student results as measured by the state tests ESPA, GEPA, and HSPT/HSPA. This focus on improved student performance is seen in measurable objectives stating specific outcomes for improvement. For example: by June 2000, 90 percent or more of the students in grades 1-3 will demonstrate an 85 percent or better passing rate on the district's reading assessment; or, by June 2000, the percentage of students in grade 4 identified as proficient on the math section of the ESPA will increase from 30 percent to 40 percent. Schools are encouraged to use the Quality Assurance Annual Report objectives in their plan. Schools in state-operated districts are encouraged to use objectives from their strategic plans.

Since all elements are expected to be research-based, research-based examples have been embedded in the examples listed under the other eight elements.

Activities, strategies and WSR components supporting objectives for improved student performance through a research-based program may include:

- Providing *Roots, Curiosity Corner* and other instructional materials for the model
- Development of *Powerful Learning Experiences* (Accelerated Schools)

- Assessment of student progress
- Alignment of the curriculum with WSR model
- Providing for scheduling tutors and in-class support
- Providing a range of program modifications, supplementary aids and services, and supports for school personnel to ensure participation of students with disabilities
- Establishing learning centers for the *Essentials of Literacy* WSR component (Comer)
- Providing a 90-minute reading block for all students
- Conducting curriculum development task force work sessions
- Implementation of *MathWings* and *WorldLab* (SFA/R & W)
- Providing native language and ESL instruction to limited English proficient students based on need
- Providing instructional staff to implement Core Curriculum Content Standards

3. **School-based Leadership and Decision-making** recognizes that, if WSR is to be effective, it must be supported through a strong system of school level leadership (i.e., SMTs) including decision making at the school level, the level on which change must occur.

Activities, strategies and related WSR components for school-based leadership and decision-making can include the following:

- Assigning administrative staff to support and carry out school functions
- Establishing a mechanism to effectively implement site-based management
- Establishing/reconvening the SMT and scheduling monthly meetings
- Providing substitute coverage for day time or extended meetings
- Establishing a database to assist the SMT in assessing progress of implementation
- Attending SFA Leadership Academy
- Providing training for SMT on team-building, budgeting, and personnel
- Establishing communication systems throughout the school to disseminate SMT information
- Establishing subcommittees to carry out responsibilities in the regulations.

4. **Integration and Alignment of School Functions** recognizes that WSR requires a tightly woven system with all efforts integrated and aligned and moving in the same direction. *Fragmentation and the continuation of divergent programs are not acceptable.* This means that, in the development of the implementation plan and the school-based budget, such programs and activities will not be funded.

Activities, strategies and WSR components for the Integration and Alignment of School Functions can include the following:

- Designing a program to create effective articulation from external early childhood programs to the school.
- Organizing an SMT subcommittee to oversee and monitor school climate
- Assigning a Title I parent coordinator to facilitate Comer Parent Committee meetings
- Training clerical staff on the computerized purchasing and budgetary software
- Reallocating staff to reduce class size
- Assigning regular specialists to provide tutoring
- Integrating the SFA bilingual component into the bilingual plan
- Ensuring that all Individualized Education Program (IEP) team members are familiar with the school's WSR model
- Implementing a process for assignment of substitute teachers familiar with the WSR model
- Establishing a mechanism to ensure faithful replication of the model.

5. **Educational Technology** requires that technology be infused throughout all aspects of the curriculum and instruction in conjunction with the WSR model. Educational technology is an integral part of our world for all our students. WSR in New Jersey must, therefore, incorporate educational technology into all aspects of the curriculum, including professional development for staff and an infrastructure that makes its use possible. This portion of the implementation plan is satisfied by the school's attached required technology plan (3rd cohort and any school that does not have an approved technology plan) or the completion of the Activity Plan (schools with an approved technology plan).

Activities, strategies and related WSR components for the educational technology element can include:

- Collaborating with district staff to conduct a technology staff and equipment audit of the school
- Providing the required computer ratio for Co-NECT implementation
- Conducting staff surveys to identify training needs
- Providing training sessions for parents on the use of technology
- Developing a technology plan that includes integration of technology into all CCCS areas
- Determining whether a student with disabilities requires assistive technology devices and services as part of his/her IEP
- Identifying and providing software to support the CCCS instruction in the school
- Assigning a full-time technology coordinator to oversee technology plan implementation
- Obtaining necessary software to enhance instruction
- Providing maintenance contract for existing technology areas

6. Professional Development recognizes the necessity of an organized, continuous program of staff training to acquire new knowledge and skills related to the CCCS and the implementation of the selected WSR model. Professional development for parents and community members on the SMT is also essential for the implementation of the WSR model and the attainment of the school's achievement goals. The New Jersey State Board of Education has adopted regulations requiring continuing professional development for all of New Jersey's teachers. The new professional development regulations require that all of New Jersey's teachers complete one hundred hours of professional development every five years, beginning in September 2000. The requirement may be satisfied through a combination of various state-approved experiences, as recommended by the Professional Teaching Standards Board and approved by the Commissioner of Education. Attendance at training provided by model developers will satisfy the requirement if these conditions are met:

a. Participants must register on the department Web site.
b. The instruction must relate to the New Jersey Core Curriculum Content Standards.
   (For information, contact Lois Terlecki (609) 292-2070 in the Office of Standards and Professional Development.)

Activities and related expenditures for Professional Development can include:

• Providing training sessions for parents on child development or discipline
• Identifying and providing for the personal development needs of professionals, paraprofessionals and parents involved in the education of students with disabilities and LEP students
• Offering initial or refresher training for staff and/or other required stakeholders on the selected WSR model
• Providing substitute coverage to allow for training
• Attending in- and out-of-district conferences relating to CCCS
• Identifying consultants to conduct professional development training in technology, health & social services and other areas related to the model
• Establishing a professional development subcommittee to survey needs and propose training
• Determining calendar of professional development dates
• Attending developer state and national conferences
• Attending WSR model network meetings
• Providing for ongoing collaborative professional development sessions for staff
• Contracting with the developer to provide implementation visits to assess WSR progress

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7. Safe School Environment Conducive to Learning acknowledges every student's basic right to a safe school environment where learning can occur. A code of conduct defining acceptable and unacceptable student behaviors and the resulting consequences should be developed in conjunction with a district security plan. Security staff and any necessary protective devices such as surveillance cameras, walkie-talkies, alarm systems, etc., are provided as needed by the district to ensure school safety.

Activities and strategies for Safe School Environments Conducive to Learning can include:

- Assigning one security guard for every elementary school
- Establishing an SMT subcommittee to assess/review the school safety plan and code of conduct
- Providing walkie-talkies required by security guards
- Developing a parent student handbook addressing discipline standards, practices and procedures
- Implementing conflict prevention and management and bias reduction programs, e.g., SFA *Getting Along*
- Including positive behavioral interventions and supports in the IEPs of students with disabilities when behavior impedes the student's learning or other students' learning
- Conducting parent awareness workshops regarding the school safety plan
- Establishing or reviewing the procedures for referral of students to alternative education
- Creating an in-school suspension program
- Providing conflict mediation training for security guards
- Developing and implementing a character education program

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8. Student and Family Services/Coordination of Resources require that each elementary school maintain a Family Support Team or a comparable entity. The support team encourages parental involvement in the school and in the students' learning and intervenes to resolve behavioral, nutritional, attendance and other issues. The Comer Student and Staff Support Team (SSST) is an example of a means to address student and family services. The support team receives teacher referrals of students who are not making progress and makes referrals to appropriate health and social service agencies as needed.

Activities, strategies and model components for Student and Family Services/Coordination of Resources can include:

- Conducting an assessment and inventory of existing community and district resources
- Providing training for staff and parents on the functions of the Family Support Team
- Providing Comer materials to support the SSST
- Assigning appropriate staff such as nurses, social workers and guidance counselors to carry out the functions of this element
- Creating agreements with community providers of social services
- Providing NJGAINS (Gaining Achievement in the New Standards) workshops for parents on the CCCS
- Providing training for parent volunteers on the Comer Parent Team
- Establishing and implementing procedures for the delivery of intervention and referral services for students with behavior and learning problems
- Providing training for parents on nutrition or prevention of childhood diseases
- Providing staff to carry out the Family Support Team plan.

9. **Reward System/Accountability** requires each school to establish a system of rewards recognizing the accomplishments and contributions of teachers, parents and administrators who have helped students attain the CCCS. The school's reward system must be aligned with the district's accountability system.

Activities, strategies and WSR components for establishing a reward system can include:
- Implementing a monthly classroom attendance award program
- Establishing a subcommittee to investigate and be responsible for the reward system process
- Developing a plan for accessing and evaluating the levels and procedures for accountability
- Developing a rubric (an authoritative directive or rule) to assist the staff and SMT in the monitoring of the implementation
- Providing rewards and recognition as established for the various stakeholders
- Reviewing eight-week student assessment data and providing rewards for student growth

C. PROCESS FOR DEVELOPING THE WSR IMPLEMENTATION PLAN

The WSR Implementation Plan defines the school's vision of how comprehensive WSR will be carried out and how these activities will *raise student achievement to meet the CCCS.* The plan is a strategy that includes all key aspects of the school and its programs, and incorporates them into a single education program or design. Schools will have to examine how current programs and services fit with WSR and eliminate or

revise those that do not, if allowable under current school law and regulations. It is intended that WSR become the school's comprehensive approach for achieving its vision of helping all students, including LEP students and students with disabilities, achieve the CCCS.

The School-based Budget details the costs of implementing the WSR model or alternative program design selected by the school. It must provide for all the common design elements necessary to implement the model as required by the developer. Each program and/or activity in the plan drives a corresponding budget item. All school resources must be reallocated to support the model or alternative program design chosen and the WSR elements.

The budget integrates all funding sources (state, local and federal) in accordance with guidelines and regulations. Funding sources that can be integrated into the WSR plan include the following:

1. Title I funds in schools designated as Title I Schoolwide Programs. (This designation allows schools to combine federal Title I funding and other funds [e.g. Eisenhower] allocated to the school under the Improving America's Schools Act [IASA] grant with other resources.); For information on how to become schoolwide, contact Mary Flamer (609) 633-6842 in the Office of Specialized Populations;
2. Demonstrably Effective Program Aid (DEPA);
3. Early Childhood Program Aid (ECPA) where consistent with the district's Early Childhood Plan;
4. Bilingual and special education funds that can be used consistent with the WSR model and in accordance with bilingual and special education law. For copies of the law, see DOE Web site at: **www.state.nj.us/education/;** and
5. Carl D. Perkins Grant for implementation of vocational and technical education programs.

It is recommended that SMTs thoroughly review the instructions in this section prior to plan development. SMTs are encouraged to use the SMT Review Form to determine the inclusion and comprehensiveness of all required components of the WSR Plan. Figure F provides an example of a planning process that is described in the instructions. Each step listed in Figure F is described on the following pages. For each step, examples of guiding questions or items have been included.

WSR Implementation Plan - Planning Cycle

Vision → Inventory → Needs Assessment → Current Status Benchmark

Current Status Benchmark → Goals → Objectives → Supporting Activity Plan

Supporting Activity Plan → Budget → Implementation → Evaluate Progress → Establish Changes → Vision
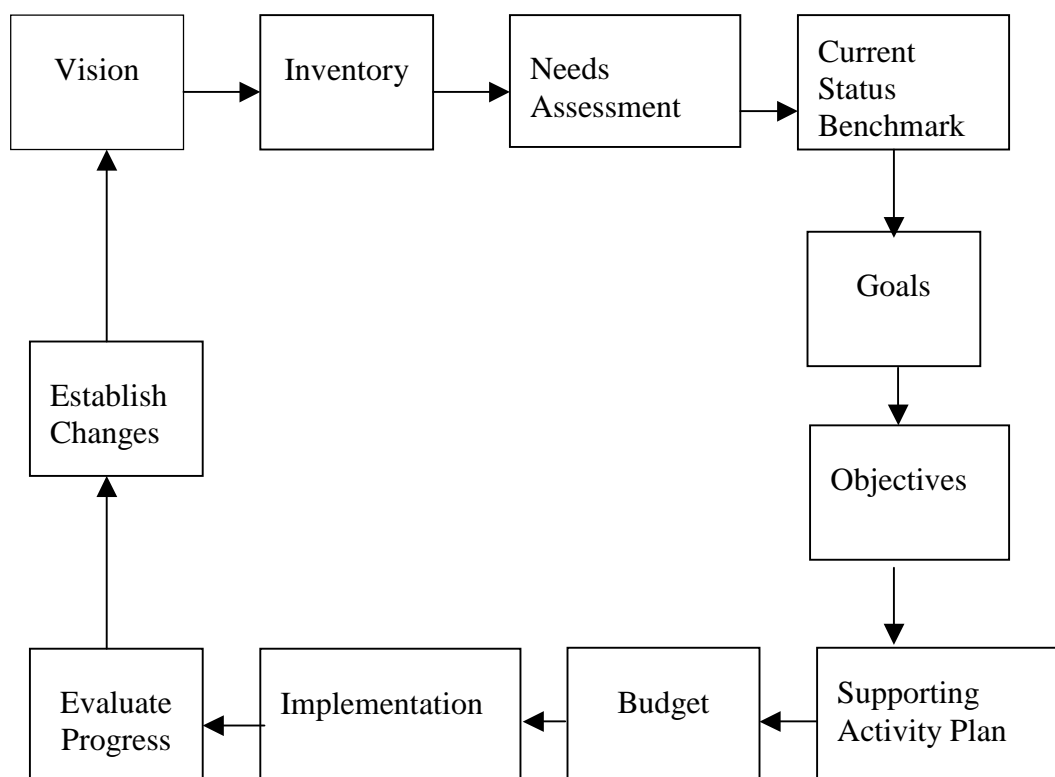
FIGURE F

I.   Vision

 A. Determine your vision by answering the following:
- What is the primary purpose of your school?
- Who does the school primarily serve?
- What are the most cherished values you want the school to exemplify?

B. How do the school's purpose and values lead to student achievement of the CCCS for the population it serves, including students with disabilities and LEP students?

C. How will the school address the diverse needs of its student population?
- Describe how the school will provide for the learning needs of students with disabilities.
- Describe how the school will provide appropriate bilingual/ESL services to limited English proficient (LEP) students.

II.   Inventory

A. Create your inventory by answering the following:
- What data are needed to determine student achievement of the CCCS?
- What data are needed to determine the effectiveness of existing and proposed programs to increase student achievement?
- What are the costs of current programs and services?
- What outside agencies assist the school in providing programs and services to increase student achievement?
- Which outside agencies could assist the school in providing needed programs and services?

B. Collect schoolwide data regarding the following, as well as other related data:
- Accomplishment of the nine elements of WSR listed in the previous subsection;
- Student achievement in specific curriculum areas for the past three years;
- Student and teacher attendance;
- Student dropouts;
- Incidence of violence and vandalism;
- Safety;
- Health and socio-emotional and behavioral problems (e.g., incidence of substance abuse; HIV cases);
- Numbers of teen pregnancies;
- Workplace readiness data (e.g., # student participants in job shadowing; # career speakers, # community service placements # cooperative agreements with employers);
- Alternative education placements;
- Current costs for programs and services;
- Outcomes of programs and services designed to meet specific student needs;

- Current class sizes in comparison to requirements;
- SMT training and school leadership; and
- Student health indicators addressing specific health needs (e.g., immunizations, vision/hearing screenings, examinations).

C. List outside agencies and their services that assist or could assist in the accomplishment of the nine elements of WSR.

III. Needs Assessment and Whole School Reform

> ***Needs Assessment*** *- an evaluation of impediments and deficiencies that prevent students from achieving the Core Curriculum Content Standards identified by a valid assessment methodology. Once identified, the needs are compared to existing programs and services using data to determine their effectiveness in addressing each need. If the needs are not addressed by existing programs and services, the needs assessment is expanded to identify a proven program strategy that should be implemented. N.J.A.C. 6A:24-1.2*

WHY? The goal of Whole School Reform is to ensure that students in the Abbott school districts achieve the Core Curriculum Content Standards. Needs assessment provides a systematic way for each school to identify, specifically and concretely, what must be accomplished in order to reach that goal. The school can then begin to plan what programs and activities should be continued or initiated to meet the needs identified by the needs assessment. Needs assessment, therefore, provides the basis for development of each school's WSR implementation plan (including Local Particularized Needs and Required Programs in Secondary Schools) and is key to its success.

WHEN? Needs assessment is part of a continuous step-by-step process. Based on all available relevant information (data), *needs assessment* provides the foundation for *implementation planning*, which facilitates *implementation*, which is itself followed by *evaluation* of implementation progress and effectiveness. Evaluation results provide important information to keep the needs assessment up to date, leading to necessary modifications of the implementation plan, changes in implementation, further evaluation, and so on. Needs assessment is NOT a one-time exercise. Needs should be assessed frequently enough to ensure that the WSR implementation plan can be modified to better meet student needs as those needs are identified, and as the effectiveness of specific programs and activities is evaluated. (see figure G)

HOW? A quality needs assessment requires quality information. The school's needs assessment must be data-driven; "without data, yours is just another opinion." Gather data that can help identify or shed light upon what is preventing students from achieving the CCCS. Types of relevant data include, but are not limited to, results of statewide and standardized assessments, classroom assessments, student portfolios, attendance records, demographic information, evaluative reports of school or community programs, as well as results of surveys and focus groups. Areas of need to be assessed must include the areas defined by the nine elements of WSR.

WHO? School Management Teams are required to conduct needs assessments in their schools. All stakeholders (parents, students, teachers, other school and district staff, and community members) should have the opportunity to provide input into identifying needs that are preventing students from achieving the CCCS.

NEEDS ASSESSMENT AND WHOLE SCHOOL REFORM

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│     NEEDS       │   ──────▶    │  PLANNING WSR   │
│  ASSESSMENT     │              │ IMPLEMENTATION  │
│                 │              │                 │
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        ▲                                 │
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        │    A CONTINUOUS REVIEW PROCESS  ▼
        │                                 
┌─────────────────┐              ┌─────────────────┐
│ EVALUATION of   │              │                 │
│ IMPLEMENTATION  │   ◀──────    │ IMPLEMENTATION  │
│ PROGRESS AND    │              │  of WSR PLAN    │
│ OUTCOMES        │              │                 │
│ (RESULTS)       │              │                 │
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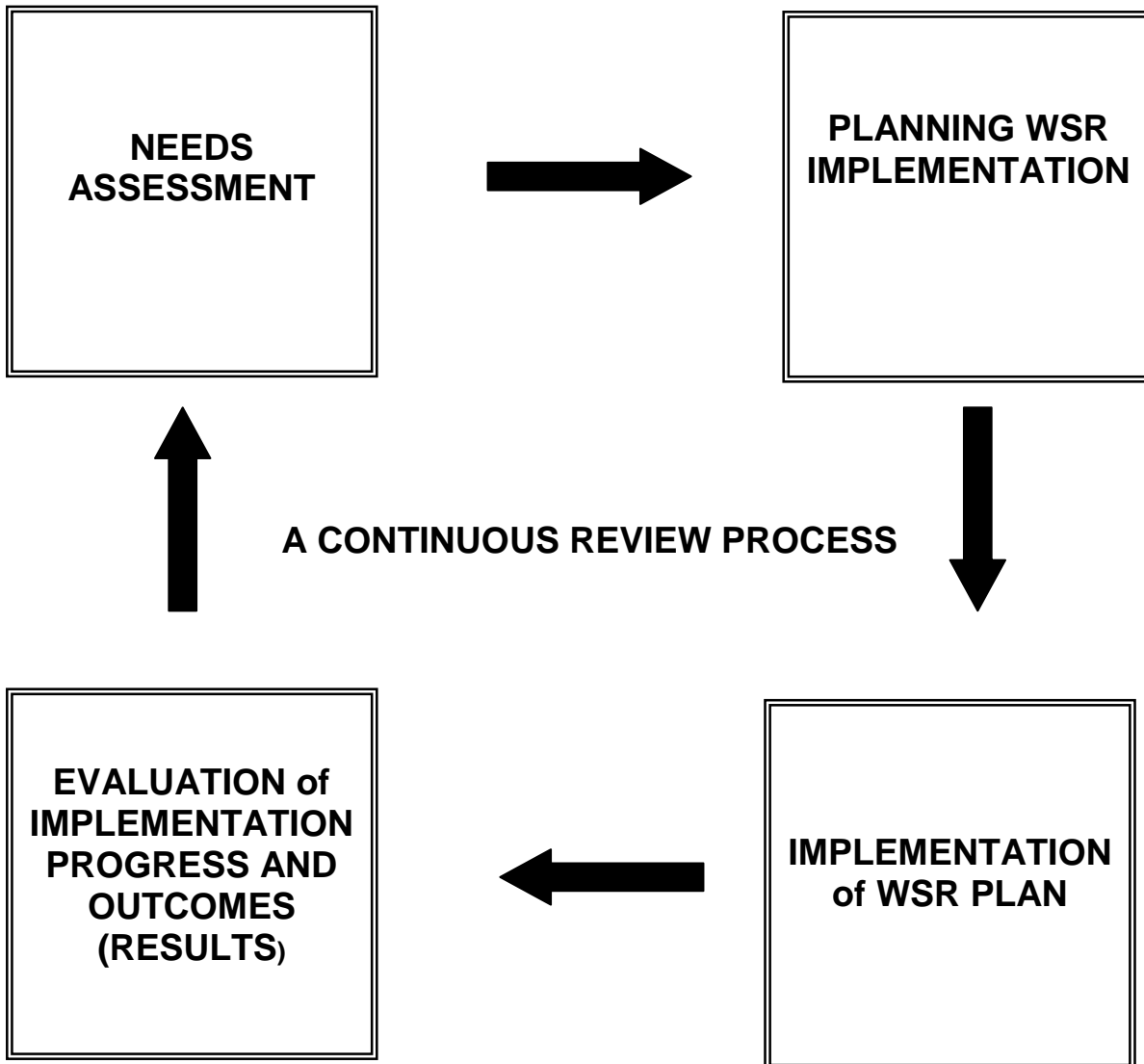
FIGURE G

Conducting the Needs Assessment

Needs assessments are based on the systematic collection of information, focused squarely on identifying barriers to student achievement.

1. ***Determine the data needed.***
   - Review the information at hand.
   - What information is still needed to determine need in each area?
   - Is that information available?

2. ***Determine the method of assessment.***
   - What method would most effectively produce the information needed?
   - What instrument(s) will be or have been used to collect the data? Are they adequate? That is, will they produce good, unbiased information?   (Consider language barriers, time required, and other factors that may affect the reliability, validity, representativeness, and usefulness of the information collected).
   - If sampling is planned, is the sample representative of the larger group?

3. ***Conduct the assessment.***
   - Who will collect the data?
   - How should the participation of stakeholders be maximized? If conducting a survey, how can the response rate be maximized?
   - What is the timeframe for the assessment?

4. ***Analyze the results.***
   - What patterns emerge from the data that help identify barriers to student achievement?
   - Does disaggregation (i.e., breaking down the data for different subgroups) reveal different results or patterns for these subgroups?
   - What are the strengths and weaknesses of the school in helping students achieve the CCCS?

5. ***Summarize and report findings***

   - For each area, what needs have been identified?
   - How can the findings be communicated most effectively to the stakeholders?
   - Consider reporting the findings through charts and graphs with brief summaries.

Given the results of the needs assessment, the SMT can begin to plan how to address the needs identified by exploring possible solutions, determining priorities, and developing goals, measurable objectives, and activity plans.

IV.   Determine Current Status

A. Determine the status for each of the nine elements of WSR and other required components by providing the current status of the following:
- Student test scores;
- Outcomes of current and proposed research-based programs;
- Outcomes of SMT training and school staffing;
- Infusion of technology into all aspects of the curriculum and instruction;
- Results of professional development activities;
- Current incidents of violence and vandalism and school safety;
- Outcomes of student and family services; and
- Status of rewards.

V.   Establish Goals and Objectives

A. Create your goals and objectives by answering the following after reviewing the current status of the nine elements of WSR and other required areas in the benchmarks:
- What goals and objectives can realistically be accomplished in 2001-2002?
- How do you plan to collect formal and informal data to determine your success in meeting goals and objectives?
- What are the timelines for accomplishment of goals and objectives?

B. Establish goals and objectives based upon the needs assessment and current status of the nine elements of WSR and other required components.

C. Objectives should be measurable and indicate a timeline and the data that will be collected to determine accomplishment of each objective.

D. Objectives must be included for all student performance areas (student achievement, dropout, attendance) in which the school has not met state standards. This is required in accordance with the Quality Assurance Annual Report (QAAR). **Schools are strongly encouraged to use objectives that are consistent with the format for QAAR objectives. State-operated school districts are encouraged to use objectives from their strategic plans.**

E. Create an objective for each of the nine elements of WSR and class size reduction. Some objectives may cover more than one WSR element.

VI.   Create an Activity Plan

A. Create your activity plan by answering the following:
- What activities will accomplish the goals and objectives?
- What are the associated costs for each activity?
- Who is responsible for the accomplishment of each activity?
- What is the timeline for each activity?

B. Use the forms provided in the instructions to complete an activity plan for the elements of WSR and class size reduction.

C. Place detailed costs associated with each activity in the appropriate space on the activity plan form. These costs will be transferred to the forms in the school-based budget.

> **Reminder**: research-based program is integrated into the other WSR elements.

VII. Create the School-based Budget

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Definition:

Illustrative Budget means a budget that was developed in consultation with the WSR model developer and includes all the costs to implement a WSR model that incorporates all of the requirements of the WSR model for a prototype in a New Jersey school. This illustrative budget is a guide, and SMT's should prepare their school-based budget based on their implementation plan which is derived from a comprehensive needs assessment.

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A. Create a school-based budget by answering the following:
- How are current resources being used for the WSR model?
- How will programs and staff be reorganized?
- How will existing resources be reallocated to support the plan?
- What are the amounts of existing funds for the budget?
- What are the carryover amounts from the previous year?
- What are the "use of funds" requirements for each funding source?

B. Read the budget instructions in the *Instructions for Completing the School-based Budget* before beginning. This will give a framework for the construction of the budget.

C. In preparing the budget, the CSA shall provide the principal with the following:
- All appropriate resources and assistance as needed to develop the school-based budget.
- The sources and amounts of available revenue.

D. The Business Administrator shall work with the principal and SMT in the development of the school-based budget, and provide the SMT with a school-based budget orientation that, at a minimum, shall include a workshop on the chart of accounts, budget forms, and the illustrative budget for the selected WSR model.

E. In preparing the budget the principal and SMT shall do the following:

- Use all available local, state and federal funds (except where prohibited by federal law) as general funds.

- Use the format prescribed by the DOE that compares the proposed budget to both the current year appropriations and to either the illustrative budget for the selected WSR model or the components of the proposed budget for the alternative program design, as applicable.

- Use resources from 1999-2000 audited amounts and those allocated for the 2000-2001 school year in consultation with staff.

- Use the prescribed format with the illustrative budget for the selected WSR model by completing each budget work paper using the activity forms and the budget summary using the totals from each workpaper.

- Assume available revenues based on audited amounts of the year preceding the pre-budget year and those allocated for the pre-budget year.

- Account for anticipated revenue increases.

- Reflect the resources necessary to implement WSR and Required Programs in secondary schools and DOE-approved particularized needs, as applicable.

- Identify costs that exceed the WSR model components so that the SMT can prepare a demonstration of particularized need.

- Seek input on the proposed school-based budget.

- Submit the budget to the CSA and board for comments.

F. In response to comments from the CSA and the board, the principal, in consultation with the SMT, shall prepare a response that addresses each comment.

G. If the SMT has exercised its option to be involved in decision-making on the school-based budget, it shall take action to develop and approve the budget.

H. If the SMT has not exercised its option to be involved in the decision-making on the school-based budget, the principal shall certify the budget.

I. The principal shall submit the approved or certified budget to the DOE with the CSA's and the board's comments and the SMT's responses to those comments.

J. Upon approval of the school-based budget by the Commissioner, the board does the following:

- allocates adequate funds in the 2001-2002 district budget for those elements approved by the Commissioner; and
- may allocate additional funds for those elements identified *not approved* by the Commissioner as not contained in the illustrative budget, provided the board does not apply for additional state aid.

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NOTE:

The School-based Budget becomes a component of the district budget document. All schools that have adopted WSR and school-based budgeting will have their budgetary information presented within the district budget in a separate fund account. This account/fund will be further broken down by school/location and presented individually as adopted. It will, therefore, be possible to easily review the individual school budgets and track expenditures.

VIII. Implement Plan

The WSR Implementation Plan and School-based Budget are implemented beginning in July.

IX. Evaluate Progress

Progress should be evaluated on a regular basis using the evaluation established in the plan. It is important to evaluate, first, the progress of implementation. That is, have the activities occurred as planned? Have they been carried out faithfully? If not, what barriers to implementation can be identified? Then, evaluate the effects of the activities and programs. That is, are they working? Have the objectives been met? What are the effects on student achievement? Does the program/service produce the expected result for the intended population? Finally, an efficient program or service is one that produces the intended result in a cost-effective way. Does the program/service serve the number of students it was intended to serve? What is the actual cost per student for the program or service? What resources are required (staff, materials, facilities, funds, etc.) to deliver the program, activity, or service? Is there a way to use resources more efficiently (e.g., eliminate duplication of services offered in the community)?

X. Establish Necessary Changes

As changes are required throughout the year, the SMT, in consultation with the WSR developer, the principal, CSA and SRI team should follow established DOE procedures for modification of the WSR plan and budget.

_____

INSTRUCTIONS AND FORMS
_____

ELEMENTARY SCHOOLS

COMPLETING THE WSR PLAN

Below are instructions for completing the WSR Implementation Plan and School-based Budget. The forms are preceded by information pertaining to each form and directions for completion. A complete copy of the instructions and forms is located on the NJDOE Web site:

<div align="center">

http://www.state.nj.us/njded/abbotts/guide/

</div>

On the Web site, a feature has been built in to assist you in tracking the date of each draft during the preparation process. In the footer at the bottom of the page for each form, there is a place to enter a date. This date will automatically change every time the document is accessed, thereby keeping track of updated revisions.

A. WSR IMPLEMENTATION PLAN DEVELOPMENT CONSIDERATIONS

In order to complete the submission, staff responsible (SMT, principal, CSA) for the WSR Implementation Plan will need to do the following:

- collaborate to develop a plan and budget that align the school's programs with the WSR model that will help students meet the CCCS;
- be knowledgeable about the programs and services needed by the school community, and the purposes and constraints on the uses of the funds under the illustrative budget;
- review and/or revise the approved 2000-2001 plan, WSR Grant Funds Application and DEPA plan to ensure its consistency with the objectives and activities to be funded;
- obtain input from WSR developers, parents, teachers, community members, advisory councils and others, as required;
- Work with district specialists (e.g., Early Childhood Education, Special Education, Bilingual/ESL, etc.) to ensure the comprehensiveness of the WSR plan in meeting the needs of all children and alignment with district plans.
- determine those areas in which student performance and behaviors are below state standards and develop objectives and benchmarks to meet state standards consistent with the requirements of the Quality Assurance Annual Report (QAAR). For objectives included in the plans to be approved by the county office, they must be consistent with the QAAR format;
- meet with school business administrators to verify the accurate completion of the budget;
- obtain assistance and input from the school's SRI team; and
- Obtain plan approval by the CSA, school principal and the SMT.

B.   **SUBMISSION**

> ➢ **NOTE: Schools in first and second cohorts are encouraged to submit the WSR Implementation Plan on or before November 1, 2000.**

No later than **December 1, 2000**, all cohort schools must submit the original and two copies of the WSR Plan and School-based Budget (with all attachments) to the appropriate PIRC noted below:

OFFICE	# OF COPIES
Joan Tomlin, Program Manager **PIRC-Central** 1090 King Georges Post Road Edison, NJ 08837	Original and 2 copies
Eunice Y. Couselo, Acting Program Manager **PIRC-North** 240 So. Harrison Street East Orange, NJ 07018	Original and 2 copies
Donna Snyder, Program Manager **PIRC-South** 1492 Tanyard Road Sewell, NJ 08080	Original and 2 copies

C. IMPLEMENTATION PLAN AND BUDGET REVIEW

The NJDOE will review submissions, determine approval or disapproval of requests, notify appropriate agencies, and process approved submissions to ensure the following:

- the selected WSR model is progressing toward full implementation by the third year;
- program components, services and activities described are authorized and consistent with the model selected and the needs of the school community;
- expenditures support the programs described and are consistent with the costs described in the illustrative model;
- services are coordinated;
- instructional strategies enable achievement of high standards in safe learning environments;
- expenditures meet the budgetary constraints and allowable costs;
- the submission is complete, including signatures, and assurances; and
- WSR schools and LEAs are notified of final approvals.

Incomplete submissions are subject to return and will delay approval. **Once a plan and school-based budget are approved, the school-based budget must be incorporated**

into the district budget using Fund 15.

Plans will be reviewed by the department to ensure that schools have followed the code requirements. All plans must do the following:

- have all cover page information and signatures;
- have all program costs consistent with the illustrative budget. Any cost outside the illustrative budget must be reallocated within the school budget, if possible, or excluded from the school budget and submitted as a particularized need;
- be based on a needs assessment. Careful consideration must be given to providing a plan that is based on the documented needs of the school; and
- include Particularized Need applications (if applicable).

The department will review all plans during the budget process and will contact the district and school to discuss the status of the plans.

D. WSR IMPLEMENTATION PLAN INSTRUCTIONS

Use the forms provided in this guide for each submission component. Duplicate forms as needed. Narrative should be submitted in no smaller than 12-point type.

Checklist – FORM A PROVIDED

WSR Implementation Plan Title Page and Certification – FORM B PROVIDED

Complete the WSR Implementation Plan Title Page and attach it to the front of the WSR Implementation Plan.The Title Page provides all information necessary to identify the school and verify the amount of funds in the plan and budget.

The principal, CSA, WSR school facilitator, district business administrator and SMT chair must sign the Plan Certification on the Title Page in the appropriate section.

The budget submission must be accompanied by the CSA and board comments (if any) and the responses to each comment from the principal, developed in consultation with the SMT.

WSR IMPLEMENTATION DESCRIPTION – FORM C PROVIDED

Complete this form by succinctly responding to the questions on the processes used and decisions made in order to complete the 2001-2002 WSR Implementation Plan.

WSR IMPLEMENTATION TIMELINE – FORM D PROVIDED

Complete a one- or two-year WSR Implementation Timeline showing all components of the WSR model and leading to full implementation of the model by year three. If a waiver was granted beyond year three, explain status of implementation.

PARTICIPANTS IN SUBMISSION DEVELOPMENT FORM – FORM E PROVIDED

Complete the Participants in Submission Development Form and include the name, title and signature of all individuals who participated in the development of the 2001-2002 WSR Implementation Plan and School-Based Budget.

CLASS-SIZE REDUCTION – FORM F PROVIDED

Complete the class-size reduction plan by answering the questions provided on the form. It will be necessary to describe how the school will reach the required teacher-student ratios as required in code (1:21 for grades K-3, 1:23 for grades 4-8 and 1:24 for grades 9-12)

WAIVERS – FORM G PROVIDED

Waivers must be submitted on an annual basis.

ACTIVITY PLAN – FORM H PROVIDED

The Activity Plan forms are included in this package. A separate Activity Plan form has been provided for each element of WSR, including reducing class size.

On each Activity Plan form, state the name of the district, school, WSR model, current date and page number. The revision date will be used if revisions are necessary. Indicate the school's cohort on each form. Then complete each column:

Goal Statement: Create a goal relating to accomplishment of the WSR area.

Objective: Create an objective relating to accomplishment of the goal. (If you are developing the QAAR, use the same objective and add other objectives as needed.)

➢ It is possible to use the same objective for some of the WSR elements.

Benchmark: Create a benchmark relating to accomplishment of the objective.

Activity: Describe the tasks and activities in chronological order planned for the accomplishment of each goal and objective.

Timeline: Indicate the month and year the activity will be completed.

Budget Description: List, in detail, all expenditures necessary to complete the program, service or activity.

Budget Amount: Include the cost of each detailed expenditure.

Workpaper: Indicate the workpaper (A to X) in the 2001-2002 school-based budget that coincides with the expenditures and costs for this activity.

Method of Accountability: Indicate the method(s) of accountability used to track the progress or completion of each activity, such as eight-week assessments, monthly reports on attendance, implementation of model components, etc.

EVALUATION PLAN – FORM I PROVIDED

Describe the methods that will be used to evaluate (1) implementation progress (formative) and (2) outcomes (summative). Evaluation of implementation progress should determine to what degree the activities described in the plan have been undertaken (are they happening?). Evaluation of outcomes should determine effects on student achievement (is it working?). The school should work in collaboration with the model developer to align its evaluation methods with those of the model and with the district's Accountability Plan.

For each objective, describe the methods that will be used to determine if the strategies were successful and if the objective was met. Respond to the following *for each objective:*

(1) State the objective.
(2) Describe the methods to be used to measure progress towards the objective. (e.g., test scores, survey results, interview results).
(3) State who will develop and conduct the evaluation.
(4) State how the results will be analyzed (i.e., what are you looking for?).
(5) State how the results will be distributed (i.e., how will you include the various stakeholders in the process?).
(6) Provide an outline for an interim and final progress report that combines the evaluation results, and list barriers and recommendations.

SMT REVIEW – FORM J PROVIDED

Complete the class-size reduction plan by answering the questions provided on the form. It will be necessary to describe how the school will reach the required teacher-student ratios as required in code (1:21 for grades K-3, 1:23 for grades 4-8 and 1:24 for grades 9-12).

TECHNOLOGY PLAN (ASBTP) (2000 – 2002)

NOTE: Any schools that have an approved 1999-2001 Technology Plan, will not have to resubmit this plan but must complete the appropriate Activity Plan form (WSR Implementation 2001-2002 Activity Plan) showing the activities and related costs for 2001-2002. The activities and costs included must agree with the approved two-year plan. If adding a component which was not included in the approved two-year plan, schools must submit an activity form indicating activities of the new component, title of responsible person for implementation, budget allocation, etc.

THIRD COHORT SCHOOLS AND ANY SCHOOLS WITHOUT AN APPROVED TECHNOLOGY PLAN MUST:

Complete the School-based Technology Plan using the forms and checklists provided by the Office of Educational Technology. Directions are included below.

Educational Technology is a required component of the WSR Implementation Plan and the Required Program for Secondary Schools. By completing the Abbott School-Based Technology Plan and checklist, each school will have met the technology plan requirement. The Abbott School-based Technology Plan and checklist include all substantive information necessary to determine if there is a concerted effort toward infusing educational technology into the curriculum for school year 2001-2002.

If questions arise as to the completion of this document, please contact your district technology director/coordinator or contact Linda Carmona-Bell, Office of Educational Technology, (609) 292-1414, e-mail: lcarmona@doe.state.nj.us.

Checklist Instructions:

1. Fill in the county name, district name, and school name.
2. Indicate the whole school reform model adopted by your school.
3. Fill in the grade level of the school, the number of students in the school for school year 2000-2001, and the number of teachers in the school for school year 2000-2001.
4. Indicate the school Web site address. If the school does not have a direct Web site address, please indicate the school district's Web site address.

Note that a correlation **must** exist between the Abbott School-Based Technology Plan (ASBTP) and the District Technology Plan (DTP.) For every question asked on the checklist, enter the page numbers in the corresponding column where the information may be found in the District Technology Plan (DTP) and in the submitted Abbott School-based Technology Plan (ASBTP).

VISION

The vision of the school for educational technology over the next year is to be conveyed. Also include the titles of all persons involved with working on the completion of the checklist/technology plan.

GOALS AND OBJECTIVES

The goals and objectives must be linked to the school's vision over the next year. The goals and objectives need not include all of the district's goals and objectives. However, it is expected that there is a correlation of goals and objectives between the two plans.

Since the school has adopted a whole school reform model or alternative program design, show how the goals and objectives already stated reflect incorporating technology into the reform model.

SURVEY

The Office of Educational Technology requested completion of educational technology surveys by each school in the spring of 2000. If a copy of the school survey is not available to be attached, complete the survey online, print it and attach a copy to the checklist/technology plan. The survey may be obtained from the NJDOE Web site: http://www.state.nj.us/njded/techno/survey/results/form_sample.htm. This survey serves as the needs assessment component for this element of WSR.

IMPLEMENTATION STRATEGIES/ACTIVITY NARRATIVE

Describe the efforts of the school to acquire and maintain equipment (e.g., servers, computers, printers, scanners), building wiring and networking items. (It may include telecommunications wiring, networking the school or connecting the school to the district network.)

Describe the professional development schedule or plan for all school employees for school year 2001-2002.

IMPLEMENTATION STRATEGIES/ACTIVITY/BUDGET TABLES

The table is available on the department's Web site under the Abbott School-Based Technology Plan Checklist at:
http://www.state.nj.us/njded/techno/localtech/index.html

Download the table and complete each section. Be sure to include the goal and objective to which the strategy and activity are related. Indicate the strategies that will lead to the accomplishment of the objective and the specific activities that occur in the classroom using technology.

The activities when linked to appropriate objectives must include, as a minimum, professional development, examples of infusing technology into the adopted WSR model and the curriculum, acquisition and maintenance of hardware, software and all

related technology items such as wiring, network access, telecommunications and facilities.

Indicate the relationship of the Core Curriculum Content Standards (CCCS) to the strategy/activity. The department's numbering system for the CCCS may be used. The CCCS is found on the department's Web site at: www.state.nj.us/education

Indicate title of the person **directly** involved with implementing the strategy/activity.

Provide the funding source and budget detail (e.g., # computers @ per-unit cost = total dollar amount) proposed for 2001-2002 associated with implementing the strategy/activity. The funding source may be referenced by the FUNDING SOURCE KEY provided at the bottom of the table.

Provide the workpaper reference letter indicating on which budget workpaper these costs will be listed.

Indicate the month and year for which the strategy/activity has or will occur.

EVALUATION PLAN

The table is available on the department's Web site under the Abbott School-Based Technology Plan Checklist at:
http://www.state.nj.us/njded/techno/localtech/index.html

Download the table and complete each section. Be sure to include the goal to which the objective is related.

For each objective noted in the Goals and Objectives section, indicate the tools or criteria that will be used to determine if the objective was successful. Outcome-based results (i.e., student report, curriculum change) may be used as an evaluative measure.

Indicate the title of the person(s) directly involved with conducting and analyzing the evaluation results for each objective.

Indicate the month and year when the evaluation will occur.

SIGNATURES

There is a need to ensure that all involved with the implementation of the school's technology plan are familiar with its contents. Therefore, the completed document is to be reviewed, signed and dated by an SMT representative, the school principal, and the district's technology director/coordinator.

Provide the name of the person **most familiar** with the technology plan in the event that clarifications or revisions are needed. Include the name, title, direct telephone number and e-mail address. Note that e-mail is the preferred method of communication by the Office of Educational Technology to the contact person.

CHECKLIST

A.   SUBMISSION CHECKLIST FOR WSR IMPLEMENTATION PLAN

Use this checklist to ensure that the contents of your WSR Implementation Plan submission package is complete. Submission of all plan pages is required on an annual basis. Incomplete submissions may delay approval of your plan. A complete copy of the instructions and forms is located on the NJDOE Web site:

<div align="center">

http://www.state.nj.us/njded/abbotts/guide/

</div>

A feature has been built in to assist you in tracking the date of each draft during the preparation process. In the footer at the bottom of the page for each form, there is a place to enter a date. This date will automatically change every time the document is accessed, thereby keeping track of updated revisions.

____   Title Page Form B
____   Assurances and Certification
____   WSR Implementation Plan Description Form C
____   WSR Implementation Timeline Form D
____   Participants in Submission Development Form E
____   Class-size Reduction Plan Form F
____   See Waiver below Form G
____   2001-2002 Activity Plans Form H
____   Evaluation Plan I
____   Budget Summary
____   Budget Detail
____   Technology Plan

TITLE I
Is the school a Title I Schoolwide Program?   _____Yes   _____No

WAIVER REQUEST INCLUDED   Waiver included
Specify

PARTICULARIZED NEEDS REQUEST INCLUDED____ Particularized need(s) included

Specify

NEW JERSEY DEPARTMENT OF EDUCATION

B. WSR IMPLEMENTATION PLAN TITLE PAGE

WSR MODEL:	CURRENT DATE:	REGION: __North __Central __South

WSR MODEL:	CURRENT DATE:
REGION:	__North __Central __South

COHORT: ___1ST ___2ND ____mid-yr. 2nd ___3rd	APPROVED TITLE I SCHOOLWIDE: _____Yes _____No
COUNTY:	COUNTY CODE:
DISTRICT: DISTRICT CODE:	SCHOOL: SCHOOL CODE:
DISTRICT CONTACT:	SCHOOL PRINCIPAL:
DISTRICT CONTACT PHONE:	PRINCIPAL PHONE:
DISTRICT CONTACT FAX:	PRINCIPAL FAX:
DISTRICT CONTACT EMAIL:	PRINCIPAL E-MAIL:
DISTRICT BUSINESS ADMINISTRATOR NAME:	SCHOOL ADDRESS—CITY, STATE, ZIP
DISTRICT BUSINESS ADMINISTRATOR PHONE/FAX:	GRADE SPAN OF SCHOOL: Grades ___ - ___ Elementary_____ Middle _____ High School _____
DISTRICT ADDRESS—CITY, STATE, ZIP	TOTAL SCHOOL-BASED BUDGET FUNDS:

ASSURANCES

To the best of my knowledge and belief, the information contained in the WSR Implementation Plan and School Based Budget is true and correct. I further certify that I have reviewed and submitted comments to the School Management Team regarding the WSR Implementation Plan and School-Based budget. The following are attached: Assurances, WSR Implementation Description, WSR Timeline, Participants in Application Development Form, 2001-2002 Activity Plan, Revised Required Programs in Secondary Schools Plan and RPSS required forms (if applicable), Evaluation Plan, Budget Summary, Budget Workpapers, Technology Plan, Accountability Plan and Class Size Reduction Plan.

Signature of School Principal & Date:	Signature of WSR School Facilitator & Date:
Signature of Chief School Administrator & Date:	Signature of Business Administrator & Date:

The WSR Implementation Plan and School-Based Budget has been duly authorized by the SMT of the _____ School. We have included the copies of the WSR Implementation Plan and School-Based Budget as required.

Signature of SMT Chair:	SMT Chair Address:
SMT Chair Fax:	SMT Chair Phone:

Due Date: DECEMBER 1, 2000

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
C.   IMPLEMENTATION DESCRIPTION
Duplicate this page as needed.

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

# SP. ED. TEACHERS:	# SP. ED. AIDES:	CURRENT # SECURITY GUARDS:
# SELF-CONTAINED SP. ED. CLASSROOMS:	CURRENT # TEACHERS:	CURRENT # ADMINISTRATORS:

Complete this form by succinctly responding to the following questions on the processes used and decisions made in order to complete the 2001-2002 WSR Implementation Plan:

1. How was your needs assessment completed and used by the SMT to develop the WSR Implementation Plan?
2. What existing programs will be continued and which will no longer be needed based on the requirements of the developer and the components of the WSR model selected or alternative program design?
3. What programmatic decisions were used by the SMT to reallocate fiscal and staff resources?
4. How will the current plan accomplish full implementation of the WSR model or alternative program design by the third year?
5. What revisions, if any, were made to the plan from the previous year?
6. What strategies will be used to accomplish class-size reduction and increased attendance rates of students.
7. What are the goals and objectives, the projected outcomes, waivers needed, and any particularized needs?
8. What barriers must be overcome to effectively implement your proposed plan?

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM

D.   IMPLEMENTATION TIMELINE

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

Complete a one-or two-year WSR Implementation Timeline showing all components of the WSR Model being implemented each year and leading to full implementation of the model by year three. The timeline should be developed in consultation with the WSR model developer. Any 1st or 2nd cohort schools that were granted waivers to their initial timeline must explain the current status of implementation.

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM

E. PARTICIPANTS IN THE SUBMISSION DEVELOPMENT

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

The following School Management Team members and other stakeholders participated in the development of the WSR Implementation Plan & Budget (if applicable):

NAME	TITLE	SIGNATURE

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM

F. CLASS-SIZE REDUCTION PLAN

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

Complete this form by responding to the following:
1. Describe your plan for reducing class sizes to the required levels of 1:21 for Grades K-3, 1:23 for Grades 4-8 and 1:24 for Grades 9-12.
2. Indicate class sizes for each grade for 2000-2001 and 2001-2002 and the year that the required levels will be achieved.
3. Indicate any barriers to plan accomplishment and how the school/district will resolve these.
4. How will the district's facility plan affect class reduction?

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM

G.   WAIVER REQUEST FORM

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

A one-year equivalency or waiver to the rules must meet the following criteria:

1. The spirit and intent of *N.J.A.C.* 6A:24 are served by granting the equivalency or waiver;
2. The provision of a thorough and efficient education to the students in the district and the implementation of the *Abbott* court remedy is not compromised as a result of the equivalency or waiver; and
3. There will be no risk to student health, safety or civil rights by granting the equivalency or waiver.

Summarize waivers requested and the reason for the request on this form

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
G. 2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr. 2nd _____3rd	WSR Model:
WSR Element #1: IMPROVED STUDENT PERFORMANCE/WSR Element #2: RESEARCH-BASED PROGRAM	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
2						
3						
4						
5						
6						
7						
8						
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10						
11						
12						

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr. 2nd _____3rd	WSR Model:

WSR Element #3: SCHOOL-BASED LEADERSHIP AND DECISION-MAKING

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
2						
3						
4						
5						
6						
7						
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12						

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr. 2nd _____3rd	WSR Model:

WSR Element #4: INTEGRATION AND ALIGNMENT OF SCHOOL FUNCTIONS
Goal Statement:
Objective:
Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
2						
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN – ONLY FIRST & SECOND COHORT SCHOOLS

District:	School:
Cohort: _____1st _____2nd _____mid _____3rd	WSR Model:
WSR Element #5: EDUCATIONAL TECHNOLOGY	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Page # in SBTP	Budget Description	Budget Detail Amount	Work-paper	Method of Accountability
1						
2						
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4						
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12						

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #6: PROFESSIONAL DEVELOPMENT
Goal Statement:
Objective:
Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
2						
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12						

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #7: SAFE SCHOOL ENVIRONMENT CONDUCIVE TO LEARNING
Goal Statement:
Objective:
Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
2						
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12						

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #8: STUDENT AND FAMILY SERVICES & COORDINATION OF RESOURCES

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
2						
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11						
12						

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #9: REWARD SYSTEM
Goal Statement:
Objective:
Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Component: CLASS SIZE REDUCTION PLAN	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM

I. EVALUATION PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

Describe the methods that will be used to evaluate (1) implementation progress (formative) and (2) outcomes (summative). Evaluation of implementation progress should determine to what degree the activities described in the plan have been undertaken (are they happening?). Evaluation of outcomes should determine effects on student achievement (is it working?).

Describe what measures will be used, who will develop and conduct the evaluation, when and how often the evaluation will occur, and how results will be used.

WSR IMPLEMENTATION PLAN – SMT REVIEW
For Elementary and Secondary Schools

This form should be used by the SMT to ensure that the plan and budget submitted to the Department of Education (DOE) are complete and comprehensive. SUBMIT THIS FORM WITH THE PLAN. Incomplete plans and/or budgets may delay approval or lead to disapproval by the DOE.

	WSR PLAN COMPONENT	QUESTION	YES/NO
1.	**Title Page**	Are all sections completed correctly?	
2.	**Assurances & Approval**	a. Have the CSA, Principal and SMT Chair provided assurances for the plan?	
		b. Have comments of the board and CSA (if any) and the school's responses been attached?	
		c. Are the assurances understood and signed by appropriate individuals?	
3.	**WSR Description**	Is the description of the following adequate and does it contain all necessary components?	
		a. A summary of the needs assessment?	
		b. A summary of the inventory of programs and services?	
		c. Is there a description of existing programs that will be continued?	
		d. Is there a description of programs no longer needed based on the requirements of the developer and the components of the WSR model selected?	
		e. Is there a description of how the SMT's programmatic decisions were used to reallocate fiscal and staff resources?	
		f. Is it clear how the plan accomplishes full implementation by the 3rd year?	
		g. Have any revisions made to the plan from the previous year been explained?	
		h. Is there a summary of strategies for class-size reduction for elementary and secondary schools?	
		i. Are there strategies for increased graduation rates for secondary schools?	
		j. Are there strategies for improved attendance rates for secondary schools?	
		k. Are there strategies for decreased dropout rates in secondary schools?	
		l. Is there a summary of the goals, objectives, outcomes, waivers (if applicable) and particularized needs (if applicable)?	
4.	**WSR Timeline**	Has a timeline been included that shows full implementation of all WSR model components by the 3rd year?	

5.	**Participants in Plan Development**	Were the following individuals or groups involved in the plan development to the fullest extent?	
		a. SMT chair?	
		b. School staff?	
		c. Parents?	
		d. Community members?	
		e. District WSR Liaison	
		f. District technology coordinator?	
		g. District bilingual/ESL specialist?	
		h. District workplace readiness	
		i. District special education specialist?	
		j. District early childhood specialist?	
		k. District Title I office?	
		l. District business administrator?	
		m. Other stakeholders?	
6.	**Instructions**	a. Was the plan developed in accordance with the WSR Implementation Plan/Instructions?	
		b. Was the plan developed in accordance with the developer's requirements?	
7.	**ACTIVITY PLAN**	Does the plan include the following:	
	Goals	a. Appropriate goals?	
	Objectives	b. Measurable objectives?	
		c. Objectives for all areas in which the school has not met state student performance standards?	
	Activities	d. Adequate activities to achieve objectives?	
		e. Adequate timelines to accomplish activities?	
		f. Budget data that corresponds to expenditures on the School-based Budget workpapers?	
		g. An evaluation plan for accomplishment of each activity and objective? Is the plan consistent with the elements of WSR?	
		h. Improved student performance?	
		i. Research-based program?(integrated into other elements)	
		j. School-based leadership and decision making?	
		k. Integration and alignment of school functions?	
		l. Educational technology?	
		m. Professional development?	
		n. Safe school environment conducive to learning?	
		o. Student and family services/coordination of resources?	
		p. Reward system?	
8.	**Articulation**	Do the activities ensure that curriculum is aligned with the CCCS and is articulated among the grades in the school?	
9.	**High School Transition**	If applicable, do the activities indicate collaboration with the middle or high school that students will attend to ensure a smooth transition to the next grade level?	
10.	**Early Childhood Transition**	If applicable, do the activities indicate collaboration with the early childhood education program that students will attend to ensure a smooth transition between levels?	
11.	**Other Plans**	Have the following other plans been included and are the plans effective and adequate?	
		a. Technology Plan?	
		b. Designation of a full-time technology coordinator?	
		c. Class-Size Reduction Plan?	

12.	**Evaluation**	Are the methods used to evaluate progress and outcomes of goals and objectives adequate?	
		a. Are methods used to evaluate student outcomes adequate?	
		Does the evaluation plan address the following?	
		Student achievement?	
		Student attendance?	
		Grade promotion?	
		Graduation? (secondary only)	
		Suspension?	
		Expulsion rates?	
		Dropout rates? (secondary only)	
		Stakeholder support?	
		Parental participation?	
		Technology integration?	
		Rewards?	
		Continuous staff development?	
		Access to health and social services?	
		Placements in alternative education?	
		Placements through School-to-Work or College?	
		Class size?	
		Combination of research-based strategies for high schools incorporated in the school?	
13.	**Budget**	Does the budget integrate all local agency resources in a cost-effective manner?	
		Has the following information been completed correctly?	
		School type?	
		Current school enrollment?	
		Projected school enrollment?	
		Name of the WSR model?	
14.	**General**	Has the following information been completed correctly on the summary and workpapers?	
		a. Funding sources?	
		b. FTEs?	
		c. Salaries?	
		d. Benefits?	
		e. All workpapers?	
		f. Transfer of costs from Activity Plan to Workpapers and Workpapers to Activity Plan?	
		g. Transfer of costs from Workpapers to Budget Summary?	
		h. Are the funding sources listed permitted by federal or state guidelines to be used for WSR?	
		i. Where ECPA funds are included as a funding source, is their use consistent with the approved ECP plan?	
		j. Is the method for estimating salary and benefits clearly explained?	

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
IMPLEMENTATION STRATEGIES/ACTIVITY/ BUDGET TABLES
SCHOOL YEAR 2000-2002

District Name: _____   **School Name:** _____

Goal: _____

Objective: _____

The ACTIVITIES listed **must include**: professional development; specific examples of infusion of technology into the adopted WSR model and the curriculum; and acquisition and maintenance of hardware, software and all related technology items such as wiring, network access, maintenance, telecommunications fees, and facilities. **NOTE:** Each item in the budget detail must also appear in the corresponding workpaper.

Strategy/ Activity	CCCS related to Strategy Activity	Title of person(s) that will implement strategy or activity	Budget detail and funding source (see KEY)	Work-paper	Timeline 2000-2001 or 2001-2002

FUNDING SOURCE KEY:
School Funding = S
District Funding = D
Grant Funding = G
Other Funding = O, please specify
in table

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)

BUDGET SUMMARY

SCHOOL YEARS 2000 - 2002

District Name_____ **School Name**_____
_____

List all expenditures from the **Implementation Strategies/Activity/ Budget Tables** including budget details, total allocation, funding source (e.g., District, State, etc.) and workpaper reference letter

BUDGET ITEM & table page #	Detail or Cost Breakout	Total Allocation	Funding Source (see key in table)	Workpaper Reference

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
EVALUATION PLAN
SCHOOL YEAR 2000-2002

District Name: _____   **School Name:** _____

GOAL:_____

OBJECTIVE (Refer to the ASBTP implementation strategies/activity budget table)	Tools or criteria used to determine the success of the objective	Person(s) that will evaluate the objective	Timeline for Evaluation (Indicate month and year)

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
CHECKLIST AND REVIEW FORM FOR 2000-2002

County:_____**District:**_____

SchoolName:_____

Adopted Whole School Reform Model:_____

School grade level: _____ Number of students in school:_____ Number of teachers in school:_____
School and/or district Web site address: _____

Page # in ASBTP	Page # in DTP	For NJDOE Use ONLY		LINK ALL OF THE FOLLOWING SCHOOL-BASED TECHNOLOGY PLAN (ASBTP) COMPONENTS TO THE DISTRICT TECHNOLOGY PLAN (DTP)
		NO	YES	
				VISION • *What is the **vision** for technology in your school over the next two years?*
				• *List the titles of all **persons involved** in the development of the school's 2001-2002 technology plan.*
				GOALS AND OBJECTIVES (through 2001) • *What are the school's goals and objectives? Be sure to **link them to the district technology plan's** goals and objectives.*
				• *Describe how the adopted model is **incorporated iton your school's goals and objectives** for technology?*
				SURVEY • *Attach a copy of the completed school survey form from NJDOE's 2000 School Technology Survey.*
				IMPLEMENTATION STRATEGIES/ACTIVITY NARRATIVE • *Describe how the school is **acquiring and maintaining all equipment, including wiring for buildings and networking items**.*
				• *Describe the **professional development activities for teachers, administrators, and school library media personnel** for 2001-2002.*
				IMPLEMENTATION STRATEGIES/ACTIVITY/BUDGET TABLES Complete the ASBTP Evaluation Plan to describe the implementation strategies and educational technology school-based activities/ link with the CCCS/ responsible party/timeline/ and costs for the 2001-2002 school year.
	N/A			**BUDGET SUMMARY PAGE** **List all expenditures from activity tables and indicate amounts, including budget details, total allocation, funding source and workpaper reference.**
				EVALUATION PLAN Complete the ASBTP Evaluation Plan to describe how the evaluation of the goals and objectives for technology in your school will be accomplished.

Reviewed by:

_____ Date: _____ E-mail: _____
Signature of SMT Representative

_____ Date: _____ E-mail: _____
Signature of School Principal

_____ Date: _____ E-mail: _____
Signature of District Technology Director/Coordinator

The person to contact for questions about the school technology plan: (PLEASE PRINT)

Name: _____ Title: _____

Phone number: _____ E-mail address: _____

APPLICATION

LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

INSTRUCTIONS AND FORMS

David C. Hespe
Commissioner of Education

Barbara Anderson
Assistant Commissioner
Division of Student Services

Thomas McMahon
Assistant Commissioner
Division of Finance

Submission Due Date:
December 1, 2000

To be submitted with
Whole School Reform Implementation Plan
Required Programs in Secondary Schools Plan

NEW JERSEY DEPARTMENT OF EDUCATION
PO Box 500
Trenton, NJ 08625-0500

INTRODUCTION

A. LOCAL PARTICULARIZED NEED

A local particularized need is one characterized by the following:
- is supported by an assessment of needs of a specified population of students in a given school or for early childhood programs in the district;
- has been demonstrated to be the cause of student failure in achieving the Core Curriculum Content Standards;
- can be remedied or corrected by a program or service, that has been formally evaluated to demonstrate its effectiveness; and
- is not effectively addressed by a WSR model or a whole school alternative program design nor by the required secondary programs.

> ➢ **A particularized need is school-based.**
> ➢ **Supplemental funding is district-based.**

Subsequent to the completion of the WSR implementation plan or the Required Programs in Secondary Schools plan, the School Management Team (SMT) may consider whether there exists a particularized need for further supplemental educational programs or services which are essential to ensure students' educational success and without which students cannot achieve the Core Curriculum Content Standards (CCCS). If such a need is determined, the SMT is responsible for providing a recommendation to the local board of education.

Administrative Code provides that, upon determination by the school board that a school has demonstrated a particularized need for an essential program or service, the school board must submit to the Department of Education (DOE) a proposed programmatic plan to address the particularized need. The purpose of this plan is to determine the required elements. The board's request for reallocation or additional funds to support a particularized need will be reviewed by the DOE in the context of the district budget review process.

NO PROGRAMS OR SERVICES BEYOND THOSE REQUIRED BY THE WSR MODEL OR APPROVED DESIGN SHALL BE APPROVED UNLESS A PARTICULARIZED NEED IS DEMONSTRATED PURSUANT TO *N.J.A.C.* 6A:24A-5.1.

STATE REGULATIONS SUMMARY

The applicable sections of Chapter 6A:24 for a local particularized need include:

- 1.2 – Definitions
- 2.3 - Training of School Management Team Members
- 3.4 - Early Childhood Program Operational Plan
- 4.2 - Whole School Alternative Program Design
- 4.3 - Submission of WSR Implementation Plan
- 4.4 - School-based Budgets
- 5.1 - Demonstration of Particularized Need
- 5.2 - Application for Supplemental Programs or Services
- 6.1 - Implementation of Required Programs in Secondary Schools
- 7.1 - Application for Additional State Aid
- 8.1 - Long-range Facilities Plan

B. APPLICATION FOR LOCAL PARTICULARIZED REVIEW

The New Jersey Department of Education (NJDOE) will review submissions to ensure the following:

- required sections are complete and accurate;
- particularized needs described are supported by an assessment of student needs;
- particularized needs described have been shown to be the cause of student failure in achieving the CCCS;
- programs or services proposed as the remedy are documented by evidence showing they have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need and are not provided by the WSR model or Required Programs in Secondary Schools;
- expenditures support the programs described and are not provided within the illustrative budget or Required Programs in Secondary Schools;
- the submission is complete, including signatures, assurances; and
- SMTs and LEAs are notified of final approvals.

Incomplete submissions may delay approval of the application or lead to disapproval. Once a Local Particularized Need Plan is approved it must be incorporated into the district budget using Fund 15.

C. PLAN APPROVAL PROCESS

Plans will be reviewed by the department to ensure that schools have followed the code requirements. All plans must:

- have all cover page information and signatures;
- be based on a comprehensive needs assessment. Careful consideration must be given to providing a plan that is based on the documented needs of the identified student population; and
- have attached all required justifications, descriptions, and supporting documentation.

The department will review all plans during the budget process and will contact the district and school to discuss the status of their plans.

The following are the steps in the approval process of local particularized needs:

Step 1. Needs Assessment indicates a Particularized Need should be submitted;

Step 2. SMT consults with principal and CSA and considers if a demonstrated particularized need exists.

Step 3. Determination of Particularized Need by SMT includes:
   A. Assessment of student achievement of CCCS;
   B. Where the CCCS are not being met a determination that failure of those students is caused by a particularized needs that are not capable of being addressed by existing WSR or required secondary programs at the school level;
   C. Inventory of currently used programs and services targeted to the area(s) of need, together with an assessment of their effectiveness and efficiency in meeting such need, and an explanation as to why they are insufficient to meet the identified needs;
   D. Review of community resources which could be used to address the identified areas of need and an explanation as to how they are being used or why they are not being used.

Step 4. SMT recommends to the board, with a copy to the SRI, the appropriate supplemental programs and services, which shall be documented by evidence that the programs and services have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need.

Step 5. The board responds to SMT in writing:
   A. In those instances where a board does not agree that the SMT has demonstrated a particularized need, the board shall provide to the SMT a detailed statement of the reasons for its determination.
   B. In those instances where the board determines that a particularized need for a recommended supplemental program or service has been demonstrated, the board shall submit its proposed plan for the program to the Department for approval in accordance with provisions of *N.J.A.C.* 6A:24-7.1
   C. In those instances where a board determines that resources are

insufficient to support the supplemental programs or services approved pursuant to *N.J.A.C.* 6A:24-5.2 after all possible reallocation at the school and district levels have been made, the board shall apply to the department for additional state aid in accordance with the requirements of *N.J.A.C.* 6A:24-7.1

Step 6.   The board submits its proposed plan for the program or service to the department for approval.   Applications for such approval shall be submitted on forms provided by the department and shall at a minimum include:

A. The particularized needs forms;
B. A demonstration that one or more public hearings have been held in order to obtain parent, student, teaching staff and citizen input on the application;
C. A general description of the supplemental program(s) or service(s) and an explanation of the particularized need(s) which shall be met in order to enable those students to achieve the Core Curriculum Content Standards;
D. A demonstration that the supplemental program(s) or service(s) is documented by evidence that the program(s) or service(s) have worked successfully in the school and/or in other schools with similar characteristics and is proven to address the identified need(s);
E. A plan for evaluating the continuing effectiveness and efficiency of the supplemental program(s) or service(s);
F. A demonstration that the requested supplemental programs or services will not delay or impede implementation of, and does not duplicate, WSR or secondary programs and services required;
G. A recommendation of elimination or modification of existing programs or services identified as less than effective and efficient, or which would overlap with proposed new program or service; and
H. An operating budget for the purpose of the supplemental program(s) or service(s).

Step 7.   Supplemental programs or services that are not approved by the department pursuant to *N.J.A.C.* 6A:24-5.2 cannot be included in a district wide budget that requests additional state aid pursuant to *N.J.A.C.*6A:24-7.1.

A. Any application for supplemental programs or services denied by the department may be appealed to the Commissioner pursuant to the provisions of *N.J.A.C.* 6A:24-9.1.

INSTRUCTIONS

The board must submit a separate application for each discrete or unrelated particularized need for a supplemental program or service. Separate applications are required for each school within a district even though two or more schools may have demonstrated very similar particularized needs. A signed board resolution must be submitted with the application. At a minimum, the programmatic plan for a particularized need should include:

1. Cover Page- Form Provided

    Insert the date of the signed board resolution in the space provided.

2. Definition of Identified Particularized Need

3. Program Description

    Provide the following in the Program Description:

    - a description and explanation of the particularized need that the programs or services proposed as the remedy will address to enable the identified students to achieve the CCCS;
    - a description of how the requested supplemental program will not delay or impede implementation of, nor duplicate, WSR programs, Required Programs in Secondary Schools, or other services required elsewhere in the regulations;
    - a description of the district's plan for incorporating the program or service into subsequent regular budgeting cycles; and
    - inventory and assessment of all such existing programs that have not been already included in the WSR Implementation Plan or Required Programs in Secondary Schools;

4. Description of Methods and Results

    Describe the methods and results of the student needs assessment underlying the request, including an identification of the specific population(s) to be served.

5. Justification

    Provide a justification that shows that the needs to be addressed cannot

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be met through existing WSR or Required Programs in Secondary Schools. This justification should include the following:

- Supporting documentation that confirms the results of the inventory and assessment;
- Explanation for why each existing WSR or RPSS program is insufficient to meet the identified need.
- If the application is for on-site health and social services, an explanation as to why the program cannot be provided efficiently or effectively off site.

6. Detailed Activity Plan – Form Provided
   On each Activity Plan form, state the name of the district, school, WSR model or Required Program in Secondary Schools area, current date and page number. The revision date will be used if revisions are necessary. Indicate cohort or Non-WSR secondary school on each form. Complete the following for each page of the Activity Plan:
   - create a goal, objective and benchmark relating to accomplishment of the particularized need;
   - describe the tasks and activities in chronological order planned for the accomplishment of each goal and objective in the Activity Column;
   - indicate the month and year the activity will be completed in the Timeline Column;
   - list, in detail, all expenditures necessary to complete the activity in the Budget Description Column;
   - include the cost of each detailed expenditure in the Budget Amount Column;
   - indicate the GAAP code and workpaper from the school-based budget form which coincides with the expenditures and costs for this activity; and
   - indicate in the Evaluation Column the anticipated result/outcome & specific data that will track the impact of each program or service.

7. Budget – Form Provided

   A detailed plan and budget for the proposed program or service, including staffing, supplies, facilities and other considerations, as well as a demonstration, where appropriate, of compliance with applicable law. A separate budget form (attached) must be submitted for each particularized need submitted by a school.

   An identified particularized need may be funded with current resources, the reallocation of existing resources and/or a request for additional supplemental funds. Current existing resources may include allowable federal, state, and local resources including funds for one-time expenditures in the 2000-2001 budget that will not be continuing in the 2001-2002 (e.g., major renovations, computer purchases, rewiring). The request for supplemental funds for an

identified need must address all possible funding sources. If the identified need cannot be addressed with current resources, a district may request supplemental funding.

Complete a budget statement for the identified particularized need. In the spaces provided, include a breakdown of all existing resources that will be allocated for the particularized need by funding source and the amount that is being reallocated. If additional funds are being requested, indicate the estimated amount. The total for all identified resources should agree with the total amount for the particularized need. The amounts provided are estimates. Actual requests for supplemental funding will be made through a separate application process that will be part of the February budget submission. Those districts making supplemental funding requests will be asked to identify other programs, services and expenditures that would have to be eliminated if supplemental funding is not provided. **Once approved, appropriations for particularized needs cannot be eliminated.**

_____

FORMS

_____

A. SUBMISSION CHECKLIST FOR THE APPLICATION FOR LOCAL
PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

Use this checklist to ensure that the contents of your Particularized Needs submission
package are complete.

_____ Cover Page (Form Provided)

_____ Definition of Identified Particularized Need

_____ Program Description

_____ Description of Methods and Results of Student Needs Assessment

_____ Justification Showing that WSR Model or Required Secondary Program Does
Not Address Student Need

_____ Inventory and Assessment of All Existing Programs

_____ Supporting Inventory and Assessment of all Existing Programs Documentation

_____ Explanation for Why Each Existing Program Does Not Meet Particularized
Student Need

_____ Health and Social Service Request--Explanation Why the Program Cannot Be
Provided Effectively Off Site

_____ Detailed Activity Plan (Form Provided)

_____ Budget (Form Provided)

NEW JERSEY DEPARTMENT OF EDUCATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE
B. COVER PAGE

SCHOOL:	NAME OF PROPOSED PARTICULARIZED NEED PROGRAM:
DISTRICT:	POPULATION SERVED:
COHORT: ___1ST ___2nd ____mid-yr. 2nd ___3rd WSR MODEL:	SECONDARY SCHOOL: _____MIDDLE ____HIGH GRADES SERVED: _____TO _____
CURRENT DATE:	REGION: ____North ____Central ____South
DISTRICT CONTACT:	GRADE SPAN OF SCHOOL:
DISTRICT CONTACT PHONE:	SCHOOL PRINCIPAL:
DISTRICT CONTACT FAX:	PRINCIPAL PHONE:
DISTRICT CONTACT E-MAIL:	PRINCIPAL FAX:
SCHOOL ADDRESS:	PRINCIPAL E-MAIL:
DISTRICT BUSINESS ADMINISTRATOR NAME:	STATE, ZIP
DISTRICT ADDRESS—CITY, STATE, ZIP	DISTRICT BUSINESS ADMINISTRATOR PHONE/FAX:
	TOTAL FUNDS REQUESTED:

CERTIFICATION	
To the best of my knowledge and belief, the information contained in the Local Particularized Need for Supplemental Program/Service Application is true and correct.	
Certification of School Principal:	
Certification of WSR School Facilitator:	
Certification of Chief School Administrator:	
Certification of Board of Education:	

The Local Particularized Need Application has been duly authorized by the SMT of the
_____ School. We have included the copies specified in the instructions

Certification of SMT Chair:	
SMT Chair Address:	SMT Chair Phone:

Local Particularized Needs Applications must be included with the WSR Implementation Plan
or RPSS Plan and received by:

December 1

ACTIVITY PLAN
FOR LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

Duplicate as required.

District:		School:	
Cohort: _____1st _____2nd _____mid-yr. 2nd _____3rd	WSR Model:		Non-WSR Secondary School
Name of Proposed Particularized Need Program or Service:			
Goal Statement:			
Objective:			
Population:			

#	Activity	Timeline	Budget Description	Budget Amount	GAAP Code & Workpaper	Evaluation Results
1						
2						
3						
4						
5						
6						
7						
8						
9						

NEW JERSEY DEPARTMENT OF EDUCATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE
BUDGET SUMMARY

NAME OF PROPOSED PROGRAM OR SERVICE TO MEET PARTICULARIZED NEED:

District	School	County	District Code	School Code

EXPENDITURE CATEGORY	FUNCTION / OBJECT CODES	FUNDING SOURCE	2000-2001 BUDGET	EXISTING FUNDS ALLOCATED	FUNDS REALLO-CATED	ADDITIONAL FUNDS REQUESTED
INSTRUCTION	100-					
Salaries of Teachers	100-101					
Other Salaries for Instruction	100-106					
Purchased Prof. & Tech. Serv.	100-300					
Other Pur. Serv. (400-500)	100-500					
Tuition	100-560					
General Supplies	100-610					
Textbooks	100-640					
Other Objects	100-800					
SUBTOTAL INSTRUCTION						
SUPPORT SERVICES	200-					
Sal. Of Supervisors of Instr.	200-102					
Sal. of Program Directors	200-103					
Sal. of Other Prof. Staff	200-104					
Sal. of Secr. & Clerical Assist.	200-105					
Other Salaries	200-110					
Personal Serv. -Benefits	200-200					
Purchased Prof. - Ed. Services	200-320					
Other Purchased Prof. Services	200-330					
Purchased Technical Services	200-340					
Rentals	200-440					
Contr. Servs - Transport. Other Than Betw. Home & School	200-516					
Travel	200-580					
Other Pur. Serv. (400-500)	200-590					
Supplies and Materials	200-600					
Other Objects	200-890					
SUBTOTAL - SUP. SERV.						
FACILITIES ACQ & CONSTR SERV	400-					
Buildings (Use Charge)	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FAC ACQ 7 CONSTR						
TOTAL						
	Funding Source	Estimate				
Resources (Attach a sheet if additional space is needed)						
Existing Resources						
Existing Resources Reallocations						
Supplemental Funding Request						
TOTAL						

SMT REVIEW FORM
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

_____

This form should be used by the SMT to ensure that the plan and budget submitted to the Department of Education (DOE) are complete and comprehensive. DO NOT SUBMIT THIS FORM WITH THE PLAN. Incomplete plans and/or budgets may delay approval or lead to disapproval by the DOE.

	PART. NEED PLAN COMPONENT	QUESTION	YES/NO
1	**Cover Page**	Are all sections completed correctly?	
2	**Board Resolution**	Is a Board of Education resolution approving submission of the plan enclosed?	
3	**Definition**	a. Has a clear and complete definition of the proposed particularized need been included?	
		b. Is adequate documentation provided to establish that the proposed program or service is documented by evidence showing it has worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need with effective results?	
4	**Program Description**	Is the description adequate and does it contain the following necessary components:	
		a. **Explanation of the particularized need that the program or service will address to enable the identified students to achieve the CCCS?**	
		b. Description of how the requested program will not delay or impede implementation of, nor duplicate, WSR program, RPSS or other services required in the regulations?	
		c. Description of district's plan for incorporating the program or service into subsequent regular budgeting cycles?	
5	**Justification**	Does the justification for the particularized need adequately show that the needs cannot be met through existing WSR or RPSS and include the following:	
		a. An inventory and assessment of all such existing programs that have not been already included in the WSR Implementation Plan or RPSS?	
		b. Supporting documentation that confirms the results of the inventory and assessment (hard data)?	
		c. Explanation for each existing program or service as to why it is insufficient to meet the identified need?	
		d. If the application is for health and social services on site, an explanation as to why the program cannot be provided efficiently and effectively off site?	
6	**Activity Plan**	Does the plan include the following?	
	Goals	a. Appropriate goals?	
	Objectives	b. Measurable objectives?	

	PART. NEED PLAN COMPONENT	QUESTION	YES/NO
	Activities	c. Adequate activities to achieve objectives?	
		d. Adequate timelines to accomplish activities?	
		e. Budget data that corresponds to expenditures on the budget sheet?	
		f. An evaluation measure for accomplishment of each activity and objective?	
	Evaluation	Are the methods used to evaluate progress and outcomes of goals and objectives adequate?	
		Are methods used to evaluate student outcomes adequate?	
7	**Budget**	Has the following information been completed correctly on the budget page?	
		a. Funding source?	
		b. 2001-2002 Budget	
		c. Existing funds allocated?	
		d. Funds reallocated?	
		e. Additional funds requested?	
		f. How cost-effective is the budget?	
		g. Are all needed supplies and staff included in the budget?	